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ABSTRACT

The District of Columbia's Multi-Arts Service Program, in its third year of implementation (1984-85), is a multi-disciplinary program in music, dance, theater, and visual arts. The program's primary objectives are to (1) increase student awareness of the arts through assemblies, (2) increase student interest in the arts through lecture-demonstrations, and (3) increase student interest in pursuing the study of the arts through workshops. The assemblies, lecture-demonstrations, and workshops are developed and presented by teachers and students from Duke Ellington School of the Arts. The findings show that all objectives were reached, demonstrating the goal of providing students with increased awareness of and interest in the arts as a vital force in their lives through performance and participation. Appendices, which make up the bulk of the document, contains the evaluation model schema; student awareness and interest questionnaires; a sample press release and programs for assemblies; a summary of arts awareness survey data; a survey of interest letter and questionnaire; student interest rating scales; a performer questionnaire; workshop request form; lecture-demonstration rating scales; questionnaire responses for dance, music, visual arts, and drama participants; and a summary of the workshop. (RSL)

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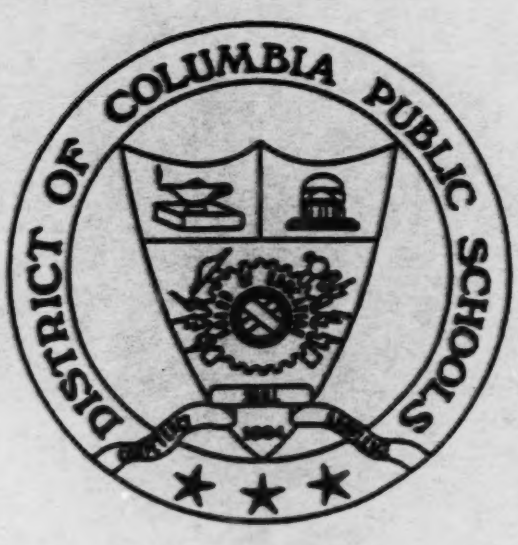

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MULTI-ARTS SERVICE PROGRAM

FINAL EVALUATION REPORT E.C.I.A CHAPTER 2

SEPTEMBER 1985

FLORETTA D. Mc KENZIE
SUPERINTENDENT OF SCHOOLS

SO017104

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

MULTI-ARTS SERVICE PROGRAM

FINAL REPORT

1984-1985

Prepared by
Division of Quality Assurance

1984-1985

MULTI-ARTS SERVICE PROGRAM

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SUMMARY AND FINDINGS

Title

Multi-Arts Service Program

Project Coordinator

Jean Robinson Yancey

Target Population

Students in kindergarten through ninth grade in the District of Columbia Public School (DCPS) system

Background

The Ellington School of the Arts began in 1974 as a school with an emphasis on excellence in both the arts and academics. The Multi-Arts Service Program, an Education Consolidation and Improvement Act (ECIA) Chapter 2 program at Ellington, began in 1982, its purpose being to demonstrate the arts to elementary and junior high school students. The program features four art forms - music, dance, drama and visual arts, presented in the form of assemblies, lecture-demonstrations and workshops. Teachers provided the lectures. The prime demonstrators of the art forms were, however, the Ellington students. Through participation in the lecture-demonstrations and workshops, regular DCPS students were also able to demonstrate their skills and talents. Thus, the program served as a forum for the identification of prospective Ellington students.

Stated Objectives

A: Participants in the Multi-Arts Program (grades K-9) who receive exposure to the program through assemblies will demonstrate, through responses on a questionnaire, increased awareness of the arts.

B: Participants in the Multi-Arts Service program (grades 7-9), who receive exposure to the program through Lecture-Demonstrations at their home schools, will demonstrate a high interest in the arts through requests for participation in workshops, and through responses on questionnaires.

C: Participants in the Multi-Arts Service program, who attend workshops held at the Duke Ellington School of the Arts, will demonstrate through requests for auditions, and through responses on questionnaires, a high interest in pursuing the study of the arts.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. Although space was limited due to construction activities at the Duke Ellington School necessitating the use of other auditoriums, 2100 students attended the assemblies with 1000 at two performances of the Black History program, 500 at the Christmas program and 600 at the spring program.

2. On the Art Awareness Survey completed by a sample of 180 students who observed the assemblies, the mean rating on all items was above 4 on a scale of 1 to 5 with 5 the highest.

3. For 31% of the students, the Multi-Arts assemblies were the first live performances they had seen.

4. Ten Lecture-Demonstrations were held at 9 schools. Of 117 students responding to the questionnaire, 12% expressed an interest in participating in an arts workshop, an average of 20 students per school.

5. The effect of the Lecture-Demonstrations on increasing interest in the arts was high (a mean of 4 on a 5 point scale) on a questionnaire completed by 294 participants. Out of a sub-group of 187 questioned concerning interest in participating in workshops, 63% expressed such an interest, an average of 20 students per school.

6. The Ellington student performers also felt that the Lecture-Demonstrations increased their audiences interest, as demonstrated by a mean rating of 4 on a 5 point scale. Among other benefits of the program, performers rated the statement, "It gave me the opportunity to demonstrate my skills and abilities in the arts," at the high rating of 4.75 on a 5 point scale.

7. Four workshops were held, one for each of the arts with 41 students attending.

8. Of the 24 workshop students completing questionnaires, over half of them planned to audition to attend Ellington School. Interest in pursuing study of the arts was indicated by 4 on a 5 point scale, as being high.

9. Typical of the responses of workshop students as to what they would like to doing one and five years later were (one year) - "I would like to be in my dance suit dancing my way into Duke Ellington School"; (five years) - "I would like to be a dance teacher or dancing for the Ballet of Harlem."

BACKGROUND AND DESCRIPTION

Introduction

Purpose - The purpose of the Multi-Arts Service Program was to provide DCPS students with a multi-disciplinary program in music, dance, theatre and visual arts with the intention of increasing awareness of the arts, recognition of the arts as being a vital force in people's lives, and interest in pursuing the study of the arts.

Need - The Superintendent of the District of Columbia Public Schools (DCPS) had, in her comprehensive education plan, recognized the need to include the arts as an important part of the agenda. Many students in the District of Columbia Public Schools have had little opportunity to see major art productions and to learn to appreciate the arts. For those with potential talent, there was a need for role models with whom the students could identify. A practical experience with a variety of art disciplines such as that provided through the lectures, demonstrations, and workshops of the Multi-Arts Service Program was likely to increase student interest in the arts, and in the possibility of pursuing the arts as a career. Such an experience also increased student awareness of Ellington School and its offerings, thereby strengthening the program of the school.

History - Since its inception in 1974, the Ellington School of the Arts has made progress towards gaining recognition for the arts program which it promotes. It not only promotes the development of artistic qualities, but places equal stress on excellence in academic achievement. In the past years, efforts were directed primarily towards internal development. The Multi-Arts Service Program reached out to other schools and offered to them the services of its talented youth and teachers. Thus, the school played a central role in increasing the career options of students of the DCPS.

Description of the Project

General - The Multi-Arts Service Program was a multi-disciplinary program in music, dance, theatre and visual arts designed for students in kindergarten through ninth grade in the DCPS.

Program Components - The specific program components for each of the art forms represented were determined by department heads at the Ellington School. The dance featured ethnic dance, classical and modern dance. The visual arts were focused on the printmaking process and technique in using silkscreen printing. The content of the music curriculum included instrumentals and voice, while experiences in theatre included technical skills in acting, dancing, and singing.

Structure - Productions in the four art forms were to be presented by the Ellington students and their teachers in the form of assemblies, lecture-demonstrations and workshops.

Assemblies were to be open to all students from kindergarten through the ninth grade. The lecture-demonstrations were designed for students in the seventh, eighth and ninth grades. The workshops were to be limited to those students who expressed interest in participation, and who had teacher or counselor recommendation.

The assemblies were to feature live productions in music, dance, and drama by the Ellington students. The objective was to introduce the various art forms so as to increase student awareness. For those students who had never seen a live commercial production, the assemblies, managed by ushers, and marked by the professional quality of the performance by the Ellington students, would have the semblance of such a production.

Participating schools were to receive lecture-demonstrations in the four art forms in varying combinations, depending on needs identified on a needs assessment form, completed by principals. The lectures were to be delivered by the teachers while the demonstrations were by the Ellington students. Ample opportunity was to be provided during the lecture-demonstrations for the D.C. students to try out their skills, to interact with the Ellington students, to ask questions, and to acquire information about the program of the Ellington School of the Arts.

The workshops were designed to allow a more intensive participation of DCPS students. Students were to learn specific skills in the art forms represented. The classes were to be taught by teachers, with assistance from the Ellington students. The workshop classes were to provide the opportunity to identify prospective students, who were skilled or talented, for future auditions with the Ellington schools.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making, which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design, which was developed at the beginning of the project year, consisted of the intended inputs, processes and outcomes, on specially designed status report forms. The interim report, distributed at the mid-point of the project cycle, related, on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendix. Preceding the PMI status report forms is the results section, which summarizes the agreements and discrepancies for each objective, and states a general conclusion.

RESULTS

EVALUATION RESULTS - NARRATIVE SUMMARY

The results of the evaluation are summarized in this section. The summary is based on the information provided for inputs, processes and outcomes in the PMI reporting format which is presented after the summary. Supporting data are provided in the appendix.

Objective A: Participants in the Multi-Arts Program (grades K-9) who receive exposure to the program through assemblies will demonstrate through responses on a questionnaire increased awareness of the arts.

All intended and observed inputs were in agreement except adequate space for assemblies. Due to the renovation of the Ellington auditorium, other sites were used that were generally not considered adequate. The auditorium was completed in time for graduation ceremonies. Inputs showing agreement included personnel such as the project coordinator, department heads, and students; adequate arts materials and office supplies; and project designed student awareness questionnaires.

All intended and observed processes were in agreement. Assembly programs were planned, developed, coordinated, and rehearsed. Press releases were disseminated to all elementary schools. Students from grades K-9, whose teachers signed up in advance, attended the assemblies. A sample of those attending completed the arts awareness questionnaire.

Both outcomes showed agreement between intended and observed items. The first one stated that at least three assemblies will have been held for a minimum of 500 students. There were two performances of the Black History program with 1000 students in attendance. Five hundred (500) students attended the Christmas program, and 600 students attended the spring concert.

The second outcome was that students attending the assemblies would rate their awareness in the arts to be above 3 on a 5 point scale. For the 180 students completing the surveys, the mean rating on all items was above 4. Students indicated that they liked the performances, learned from them, and became more interested in the arts because of attending the assemblies. For 31% of the students, these were the first live performances they had seen.

The findings, as reported here, demonstrate that Objective A was met.

Objective B: Participants in the Multi-Arts Service program (grades 7-9) who receive exposure to the program through Lecture-Demonstrations at their home schools will demonstrate a high interest in the arts through requests for participation in workshops and through responses on questionnaires.

For Objective B all additional inputs and all processes showed agreement between the observed and the intended items. Inputs included students in grades 7-9, adequate space for the Lecture-Demonstrations, materials, supplies and questionnaires. One of the processes stated that results of the interest survey would be analyzed by school and project personnel to determine the direction of the Lecture-Demonstrations. Examples of use of the results of the analysis were (1.) If the school had a club or department for one or more of the arts, extra teachers from that specialty were sent out with the performers, (2.) If talented performers were identified in advance, names were taken and the students contacted individually by the head of the department, (3.) Where interest was high, groups stayed and gave special lessons, (4.) If the potential for exceptional talent was documented, preparations were made for auditions after the Lecture-Demonstrations.

Other processes in agreement concerning the Lecture-Demonstrations included scheduling, preparing for, signing up for, attending, and completing questionnaires on them.

There were four outcomes and all observed data were in agreement with the intended items. (1) Ten Lecture-Demonstrations were held at nine schools, as planned. (2) An average of 19.5 students per school (63% of the respondents) expressed interest in participating in workshops. (3) The mean rating for interest in the arts of the 294 students completing all of the forms was 4 on a 5 point scale. (4) The mean rating for Ellington student performers' perception of increased interest in the arts of their audiences was 4 on a 5 point scale.

Information, in addition to that needed to see if objectives were met, of interest to the project planners and others, was requested in the Lecture-Demonstration questionnaires and is summarized in the appendix. For example, on the student Lecture-Demonstration questionnaires, ratings were in areas such as enjoyment of the presentation, learning that occurred, and desire for further training. Analysis of results showed above average mean ratings for all ratings, and comments backed up the findings. On the Ellington student performers questionnaire all mean ratings were above average with the highest (4.75) on the statement, "It gave me the opportunity to demonstrate my skills and abilities in the arts." Examples of responses to open-ended questions were as follows:

Question	Response
In what way had participation in the Multi-Arts service program helped you?	It has helped me to become more confident in myself.
Did participation create problems for you?	Sometimes it takes away from our personal time.
What do you see as the major weaknesses of the program?	I feel that the major weakness of the program is we don't have enough time to show the students what it's really like, expecially in the dance areas, example - discipline, obedience, and pain.

Question (continued)	Response (continued)
What do you see as the major strengths of the program?	The major strength of the program was that it increased more students' interest in the arts.

With all observed outcomes in agreement with the intended ones, Objective B, concerning interest in the program through Lecture-Demonstrations, has been met.

Objective C: Participants in the Multi-Arts Service program who attend workshops held at the Duke Ellington School of the Arts, will demonstrate through requests for auditions and through responses on questionnaires, a high interest in pursuing the study of the arts.

All additional inputs and all processes for Objective C had agreement between the observed and the intended items. In addition to students, principals, and counselors, inputs included adequate space, supplies and a workshop questionnaire. The observed processes verified that workshop request forms were submitted, students selected and notified, workshops scheduled and held, and questionnaires completed.

The three outcomes showed agreement between observed and intended items. (1.) Four workshops were held in March, one for each art form, with 14 attending the Dance workshop, 10 for Music, 10 for Theatre and 7 for Visual Arts. (2.) Over half of the workshop attendees completing questionnaires planned to audition and 1/3 were undecided. (3.) Interest in pursuing the arts was high both before and after the workshop (4 on a 5 point scale). Students attending the workshops were also asked what they would like to be doing (in terms of their interest in the arts) in one year and in five years. Samples responses were as follows:

One Year	Five Years
a. I would like to be in my dance suit dancing my way into Duke Ellington School.	a. I would like to be a dance teacher or dancing for the Ballet of Harlem.
b. I would like to be playing the bossoon in the DC Youth Orchestra.	b. I would like to be playing the bossoon in a night club.

With all outcomes showing agreement between intended and observed items, this objective has been met.

Summary

The three objectives for this program were to provide awareness of the arts through assemblies for young students who may not have had the opportunity to see live productions; to increase interest in the arts through Lecture-Demonstrations for those who might have potential; and to encourage further pursuit of study of the arts through workshops and auditions, for those who demonstrate talent. All objectives were reached thus meeting the goal of providing DCPS students with increasing awareness of, and interest in the arts as a vital force in their lives through performance and participation. One evaluation recommendation is a review of the pairing of questionnaires and outcomes to assure compatible wording. No program changes are recommended.

Decisions

This report will be forwarded to the Project Director, Project Manager, LEA Chapter 2 Director, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: The goal of the program is to provide District of Columbia Public Schools (DCPS) students with increasing awareness of, and interest in the arts as a vital force in their lives through performance and participation.

Objective A: Participants in the Multi-Arts Program (grades K-9) who receive exposure to the program through assemblies will demonstrate through responses on a questionnaire increased awareness of the arts.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
a. Project Coordinator	Agreement	a. The coordinator is listed on the ECIA Chapter 2 roster and has met with the evaluators.
b. Principal	Agreement	b. The principal is listed in the DCPS directory, and serves as program manager.
c. Department Heads	Agreement	c. The department heads are listed on the school roster.
d. Clerical assistance	Agreement	d. The project coordinator stated that clerical assistance is provided by the school secretary as needed.
e. School contact persons (usually a counselor)	Agreement	e. The project coordinator has a list of names of school contact persons.
f. Producer/Consultant	Agreement	f. The Ellington School vice-principal serves as producer-consultant. Evaluators have met her.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
g. Students from participating schools	Agreement	g. The participating schools, as indicated in project coordinator's records are mainly from elementary schools, with students listed on teachers' rosters.
h. Adequate space for assemblies	Discrepancy	h. While Ellington School is being renovated, other sites have been used and are generally not adequate. Dunbar High School and the Department of Commerce Auditorium were used for the first two assemblies. The third assembly was held at the University of the District of Columbia (UDC). The new theatre at Ellington will be ready for the assemblies next year.
i. Appropriate arts materials and equipment	Agreement	i. The project coordinator verified the adequacy of arts material and equipment some of which was examined by the evaluators.
j. Adequate office supplies	Agreement	j. The project coordinator verified the adequacy of office supplies, some of which were examined by the evaluators.
k. Project designed student awareness questionnaires	Agreement	k. A copy of the project-designed student awareness survey is on file in the Evaluation Unit office. (See Appendix B.)

OBJECTIVE A

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The project director, principal and department heads will meet and determine a schedule for the interdisciplinary assemblies.	Agreement	1.1 As documented on the principal's calendar, a meeting was held on October 17, 1984 with department heads and project coordinators to plan a schedule for the assemblies.
1.2 Each department head will develop his or her segment of the program.	Agreement	1.2 The evaluators examined draft copies of programs developed by department heads.
1.3 The producer will coordinate the program.	Agreement	1.3 The producer's name was listed in the printed programs. The evaluators discussed the program coordination with her.
1.4 The producer will schedule rehearsals.	Agreement	1.4 As documented on her calendar, the producer scheduled three rehearsals during school time and extra ones on weekends.
1.5 The project director will develop and disseminate press releases.	Agreement	1.5 The evaluators examined press releases, some of which are on file in the Evaluation Unit office. The project coordinator verified that press releases were disseminated to all elementary schools. (See Appendix C for samples.)

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
1.6 Students from grades K-9 whose teachers have signed up in advance, will attend the assemblies.	Agreement	1.6 The evaluators examined lists on file in the project office, of classes signed up to attend the assemblies. The demand was so great for the Black History assembly, that two were held at the Commerce Building on February 19, 1985 at 10:00 a.m and 1:00 p.m. and one for 250 students at Sharpe Health on February 25, 1985. The Christmas program was held at Dunbar on December 17, 1984. The spring assembly was held at U.D.C. on May 30, 1985. (See Appendix D for portions of Programmes.)
1.7 The Project Coordinator will coordinate the management activities at the assemblies such as seating arrangements and ushering.	Agreement	1.7 The evaluators observed the management activities at the assemblies. Students served as the technical crew and as ushers.
2.1 Students who attend the assemblies will complete an arts awareness questionnaire.	Agreement	2.1 The project coordinator submitted the arts awareness questionnaires to the Evaluation team.
1. and 2. The Project Coordinator will submit outcome data to the Evaluation Team by June 1985.	Agreement	1. and 2. The project coordinator submitted the outcome data to the evaluation team.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Data submitted to the ECIA Chapter 2 Evaluation Unit by the Multi-Arts project director by June 1985, will show that at least 3 assemblies have been held at the Duke Ellington School, for a minimum of 500 elementary, and junior high school students.	Agreement	1. Reservation lists examined by the evaluators showed that during the two performances of the Black History program, 1000 students were in attendance. At the Christmas program, 500 students attended. There were 600 in attendance at the spring concert. The total for the year was 2100. The evaluators observed two of the programs.
2. Analysis of student responses on the Arts Awareness Survey, submitted to the ECIA Chapter 2 Evaluation Unit by the Multi-Arts Project Coordinator by June 1985, will show the mean rating on awareness in the arts to be above 3 on a 5 point scale.	Agreement	2. On the Arts Awareness Survey completed by a sample of 180 students who observed the assemblies, the mean rating on all items was above 4.00 on a scale from 1 to 5 with 5 the highest. For four arts areas (dance, theatre and drama, instrumental music and singing), students were asked to what extent they liked the presentation, learned from it, and became more interested in that area because of attending the performance. For the dance portion 94.4% indicated that they liked the performance a lot; for theatre and drama the percentage was 93.3; for instrumental music, 92.2; and for singing, 93.9. Learning a lot was reported by 83.3% in dance, 89.5% in theatre and drama, 83.3% music, and 86.7% in singing. Students indicated becoming more interested in the art form

OBJECTIVE A

PART III (coninued)

OUTCOMES

INTENDED	STATUS	OBSERVED
2. (continued)	Agreement	2. (continued) because of the presentation, as follows: Dance - 77.8%, theatre and drama - 73.9%, instrumental music - 70.6%, and singing 81.6%. Students were also asked if this were the first live performance they had seen. The "Yes" responses were 32.3% for dance, 36.7% for theatre, 25% for music and 23.9% for singing, with a total average 31%. For a complete summary of the survey, see Appendix E.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: The goal of the program is to provide District of Columbia Public Schools (DCPS) students with increasing awareness of, and interest in the arts as a vital force in their lives through performance and participation.

Objective B: Participants in the Multi-Arts Service program (grades 7-9) who receive exposure to the program through Lecture-Demonstrations at their home schools will demonstrate a high interest in the arts through requests for participation in workshops and through responses on questionnaires.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs "a through f" are the same as in Objective A. Please see page 9.		
g. Students from participating schools (grades 7-9)	Agreement	g. Names of students are on file in their schools. Students from participating schools were observed at Lecture-Demonstration sites.
h. Adequate space for Lecture-Demonstrations	Agreement	h. Space was verified by the project coordinator as adequate, although occasionally the group had to move to a larger space at the beginning of the performance.
i. Appropriate arts materials and equipment	Agreement	i. Materials and equipment were adequate as verified by the project coordinator and observed by the evaluators.
j. Adequate office supplies	Agreement	j. Office supplies were verified by the project coordinator as being adequate.

OBJECTIVE B

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
k. "Survey of Interest" forms for participating schools	Agreement	k. Survey of Interest forms are on file in the Evaluation Unit office. (See Appendix F.)
l. Project designed student interest questionnaires	Agreement	l. Student interest questionnaires are on file in the Evaluation Unit office. During the first part of the school year separate rating scales, part of a longer questionnaire, were used to determine interest in each of the art areas, dance, music, theatre, and visual arts. A new, general Lecture-Demonstration Survey form was developed in February 1985. The five forms are shown in Appendix G.
m. Project designed performer questionnaries	Agreement	m. Performer questionnaires are on file in the Evaluation Unit office. (See Appendix H.)
n. Workshop request form for contact persons	Agreement	n. Workshop request forms were examined by the evaluators who have a copy on file. (See Appendix I.)

OBJECTIVE B

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The school principal, project coordinator and department heads will refine a "Survey of Interest" form.	Agreement	1.1 The refined Survey of Interest form was reviewed, and a copy is on file in the DQA office.
1.2 The "Survey of Interest" form will be sent to DCPS junior high and middle schools.	Agreement	1.2 Forms were returned to the project coordinator and examined by the evaluators.
1.3 The results of the interest survey will be analyzed by the project coordinator, principal and department heads to determine the direction of the Lecture-Demonstrations.	Agreement	1.3 The project coordinator verified that the results are analyzed informally. She gave the following examples of how the analyses were used this year: a. If the school had a club or department for one or more of the arts, extra teachers from that specialty were sent out with the performers; b. If talented performers were identified in advance, names were taken and the students contacted individually by the head of the department; c. Where interest was high, groups stayed and gave special lessons; d. If the potential for exceptional talent was documented, preparations were made for auditions after the Lecture-Demonstration.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
1.4 The project coordinator will coordinate with the principal, department heads and the school contact person to schedule the Lecture-Demonstrations based on the results of the "Survey of Interest" form.	Agreement	1.4 The project coordinator verified that she scheduled and arranged for the lecture-demonstrations after determining schools that applied, special needs (ex. drama students must be good readers), and schools in which department heads were interested based on "Survey of Interest" forms.
1.5 Each department head will prepare Lecture-Demonstrations based on his/her previously submitted descriptions.	Agreement	1.5 Lecture-Demonstrations were observed by the Evaluation Team to be similar to the plan.
1.6 Students from grades 7-9 whose teachers have signed up in advance will attend the Lecture-Demonstrations.	Agreement	1.6 A copy of the sign-up calendar is on file in the Evaluation Unit office.
2.1 Students who attend the Lecture-Demonstrations will complete a questionnaire.	Agreement	2.1 Students were observed filling out the questionnaires. Completed forms were submitted to the evaluation office.
2.2 Performers will complete a questionnaire which assesses their perception of lecture-demonstration students' interest in the arts.	Agreement	2.2 The project coordinator submitted the completed questionnaires to the evaluation team.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
1. and 2. The project coordinator will submit outcome data to the Evaluation Unit by June 1985.	Agreement	1. and 2. The project coordinator submitted outcome data to the evaluators at the end of the school year.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June 1985, data submitted to the ECIA Chapter 2 Evaluation Team will show that Lecture-Demonstrations have taken place as planned, based on needs assessment.	Agreement	1. During the 1984-85 school year, 10 Lecture-Demonstrations were held at 9 schools. (See Appendix J.) As indicated in the processes section, information on the needs assessment was taken into consideration in planning the visits.
2a. By June 1985, data submitted to the ECIA Chapter 2 Evaluation Unit by the Multi-Arts Project Coordinator will show that an average of 6 students from each school that has an arts Lecture-Demonstration, will request participation in a workshop.	Agreement	2a. Students attending Lecture-Demonstrations at six schools completed extensive questionnaires. The forms for dance, visual arts, and theatre (with a total of 187 submitted) requested information on interest in attending workshops. From the six schools, 117 students (63%) expressed such an interest, an average of 19.5 students per school, well above the 6 per school anticipated in the intended column. (See separate summaries for dance, visual arts and theatre, Appendix K.)
b. By June 1985, results of the Lecture-Demonstration student questionnaires, submitted to the ECIA Chapter 2 Evaluation Team by the Multi-Arts Project Coordinator will show the mean rating on interest in the arts to be 4 on a 5 point scale.	Agreement	b. As may be seen in Appendix K, the mean rating of the effect of the Lecture-Demonstrations on increasing interes: in the arts for 294 participants was 4.01 on a 5 point scale. Increased interest, rated in the above average range, was shown for all forms, with mean scores as follows: Music (N=92) 3.91, dance (N=56) 4.09, theatre (N=77) 4.17, visual arts (N=54) 3.59. On a combined sample

OBJECTIVE B

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
b. (continued)	Agreement	b. (continued) of 15, using the new rating scale, the mean was 4.93. The scales also asked for ratings of the Lecture-Demonstrations in other areas such as enjoyment of the presentation, learning that occurred, and desire for further training. Results showed above average mean scores for all items as shown in Appendix K. The original Lecture-Demonstration forms also contained questions of interest to the individual department heads concerning the participants' previous arts experience. Although the information was not required (to see if objectives were met), the results were analyzed as a contribution to program planning. The summaries are located in Appendixes L (Dance), M (Music), N (Visual Arts) and O (Drama).
c. By June 1985, results of the Lecture-Demonstration performer questionnaires submitted to the ECIA Evaluation Unit by the Multi-Arts Project Coordinator, will show the performers' perception of the students' interest to be a mean of 4 on a 5 point scale.	Agreement	c. Twelve Ellington student performers completed questionnaries (see summary, Appendix O) concerning the effect of their participation in the Multi-Arts program. Their perception of the students' interest was summarized in the statement, "It increased the interest in the arts of students in the audience." The mean rating on a 5 point scale was 4.33.

OBJECTIVE B

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
c. (continued)	Agreement	c. (continued) Although the other questionnaire responses were not required by this objective, they are of interest and are also summarized in Appendix P. The item on the questionnaire with the highest rating (mean of 4.75) was "It gave me the opportunity to demonstrate my skills and abilities in the arts."

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: The goal of the program is to provide District of Columbia Public Schools (DCPS) students with increasing awareness of, and interest in the arts as a vital force in their lives through performance and participation.

Objective C: Participants in the Multi-Arts Service program who attend workshops held at the Duke Ellington School of the Arts, will demonstrate through requests for auditions and through responses on questionnaires, a high interest in pursuing the study of the arts.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs "a through f" are the same as in Objective A. Please see page 9.		
g. Students from participating schools (grades 7-9)	Agreement	g. Students records are on file in participating schools.
h. Counselors and/or principals from participating schools	Agreement	h. Counselors' and principals' names are on school rosters.
i. Adequate space for workshops	Agreement	i. The project coordinator verified that space was adequate. The evaluators observed the space in which workshops were held and it appeared to be adequate.
j. Adequate office supplies	Agreement	j. The Ellington School provides office supplies as needed and the project coordinator stated that they are adequate.
k. Project designed Workshop Questionnaire designed to assess student interest in pursuing the arts and in auditioning for the Ellington Program	Agreement	k. The questionnaires are on file in the Evaluation Unit office. (See Appendix Q.)

OBJECTIVE C

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The project coordinator, principal and department heads will examine the workshop request forms to help determine which students will be invited to attend the workshops.	Agreement	1.1 The evaluators examined completed workshop request forms on file in the project office. In addition, the project coordinator stated that some schools called in their data.
1.2 The project coordinator will send a list of students who have indicated interest in participating in workshops to the contact persons requesting school recommendation.	Agreement	1.2 The evaluators examined the lists of student participants.
1.3 Department heads will schedule workshops.	Agreement	1.3 The evaluators examined the request for workshop forms dated February 20, 1985 and have a copy of the calendar on which scheduled workshops are listed.
1.4 Each department head will prepare workshops based on previously submitted descriptions.	Agreement	1.4 The project coordinator verified that verbal descriptions of workshops were submitted to her in advance.
1.5 The project coordinator will send letters to students who qualify for the workshops based on the recommendations.	Discrepancy	1.5 Letters were not sent but the project coordinator telephoned the school counselors who notified the participants.
1.6 The project coordinator will submit outcome data to the Evaluation Unit by June 1985.	Agreement	1.6 The project coordinator submitted outcome data to the evaluators at the end of the school year.

† Processes numbered to correspond with outcomes

OBJECTIVE C

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.1 Students who attend workshops, will indicate on a questionnaire whether or not they plan to audition.	Agreement	2.1 The completed student questionnaires were submitted to the evaluation team.
3.1 Students, who attend the workshops, will complete the Workshop Interest Questionnaire on pursuing the study of the arts.	Agreement	3.1 The completed student questionnaires were submitted to the evaluation team.

† Processes numbered to correspond with outcomes

OBJECTIVE C

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Data submitted will show that each of the art forms (music, drama, visual arts and dance) have presented at least one workshop.	Agreement	1. The March 1985 project calendar, a copy of which was submitted to the evaluators, showed that multi-arts workshops were presented on the following dates: Date — Type — Number Attending March 13 — Dance — 14 March 14 — Music — 10 March 19 — Theatre — 10 March 20 — Visual Arts — 7 Evaluators observed a 2 hour dance workshop in which students from other schools first watched the Ellington students, and then joined them in exercises directed by the teacher.
2. Analysis of responses on the Workshop Student Questionnaire will show that at least 10% of the workshop participants will request auditions to attend Duke Ellington School of the Arts.	Agreement	2. Workshop questionnaires were submitted for 24 students, as shown in Appendix R. Of the respondents, 14 (58.3%) planned to audition to attend Ellington School of the Arts, and 8 (33.3) were undecided.
3. Analysis of responses on the Workshop Student Questionnaire will show the mean rating on interest in pursuing the study of the arts to be 4 on a 5 point scale.	Agreement	3. Interest in pursuing the arts was indicated by participants as being high both before and after the workshop, with mean ratings of 4.46 and 4.37 on a 5 point scale. (See Appendix R.) Students were also asked what they would like to be doing (in terms of their interest in the arts) one year and five years from now.

OBJECTIVE C

PART III (continued)

OUTCOMES

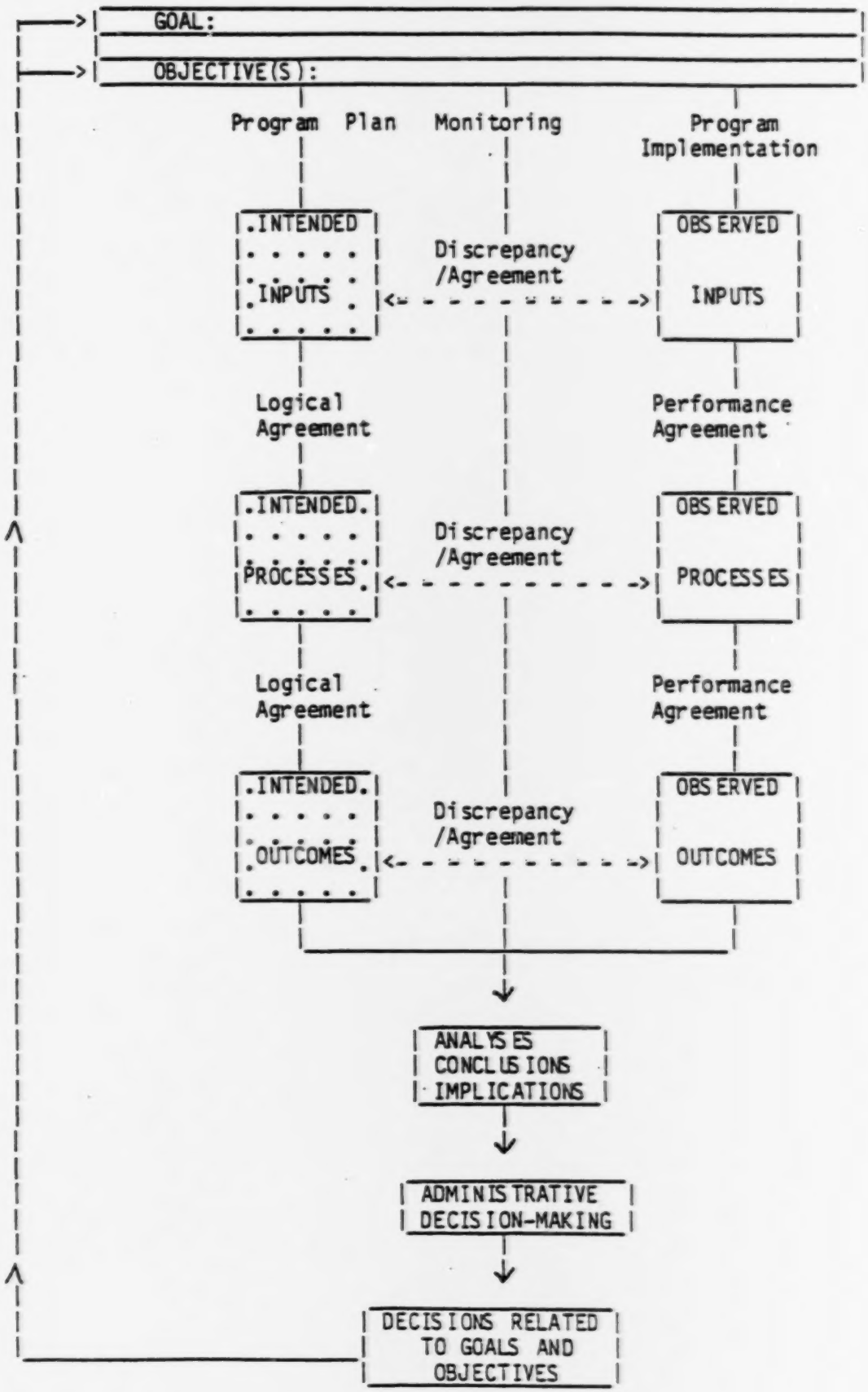
INTENDED	STATUS	OBSERVED
3. (continued)	Agreement	3. (continued) Of the 24 respondents, 22 commented on such goals. The responses are listed in Appendix R, and contain answers such as follows:

One Year	Five Years
a. I would like to be in my dance suit dancing my way into Duke Ellington School.	a. I would like to be a dance teacher or dancing for the Ballet of Harlem.
b. I would like to be playing the bossoon in the D.C. Youth Orchestra.	b. I would like to be playing the bossoon in a night club.

APPENDIX A

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

STUDENT ARTS AWARENESS SURVEY
FOR ASSEMBLIES

Multi-Arts Service Program Assembly
Student Awareness Survey

INSTRUCTIONS: We would like you to grade the program you have seen, presented by students from the Ellington School of the Arts. You can give an A, B, C, D, or E by darkening the circle under each of the letters on your answer sheet. For example, if you wish to give an "A" to a question you would darken the circle under the letter A like this:

A	B	C	D	E
●	O	O	O	O

To help you decide what grade to give please read the following.

A = Strongly Agree
B = Agree
C = Neutral
D = Disagree
E = Strongly Disagree

Don't forget - Answers Go On The Answer sheet!

DANCE

1. I liked the dance presentation a lot.
2. I learned a lot from the dance presentation.
3. I have become more interested in dance because of the presentation.

THEATRE AND DRAMA

4. I liked the theatre and drama presentation a lot.
5. I learned a lot from the theatre and drama presentation.
6. I have become more interested in theatre and drama because of the presentation.

MUSIC - Instruments

7. I liked the music presentation a lot.
8. I learned a lot from the music presentation.
9. I have become more interested in music because of the presentation.

SINGING

10. I liked the singing presentation a lot.
11. I learned a lot from the singing presentation.
12. I have become more interested in singing because of the presentation.

For the last 4 questions darken the circle under "A" if your answer is yes. "B" if your answer is no.

For example:

	A	B	C	D	E
YES =	●	○	○	○	○
NO =	○	●	○	○	○

Don't forget - Answers Go On The Answer sheet!

13. This is the first time I have seen a live dance performance.

14. This is the first time I have seen a live theatre performance.

15. This is the first time I have seen a live music performance.

16. This is the first time I have seen a live singing performance.

THANK YOU!

APPENDIX C

SAMPLE PRESS RELEASES
CONCERNING ASSEMBLIES

Copied form original

DUKE ELLINGTON SCHOOL OF THE ARTS
35TH & STREETS N.W.
WASHINGTON D.C. 20007

May 1, 1985

FOR IMMEDIATE RELEASE

CONTACT: Jean Yancey
282-0123

EVENT: Spring Dance Concert for
D.C. Public School Students

PLACE: University of the District of Columbia's Auditorium

DATE: Thursday, May 30, 1985

The Dance Department of the Duke Ellington School of the Arts will present its annual Spring Concert. This year's concert is a well rounded program featuring works choreographed by such artists as Mike Malone, choreographer for the hit television series, FAME, Fabian Barnes, former member of the Dance Theatre of Harlem, Eugene Roscoe, former member of the Alvin Ailey Dance Company and Peter Romero, former member of the Pittsburg Ballet theatre and Joffery Ballet.

Public Schools of the District of Columbia

Division of Career Development

DUKE ELLINGTON SCHOOL OF THE ARTS

35th & R Streets, N.W.
Washington, D.C. 20007

January 22, 1985

For Immediate Release

Contact: Jean Yancey
(202) 282-0123

The Duke Ellington School of the Arts is pleased to announce the schedule of its annual Black History Program. The production, "In Tribute to Dr. Martin Luther King, Jr." will last approximately 75 minutes.

February 12th	11:00 AM	Marshall High School Fairfax, Virginia
	2:30 PM	Henderson Hall Military Facility
February 13th	2:00 PM	Fort Meade
February 17th	3:00 PM	Commerce Building Main Auditorium 14th Street between Constitution and Pennsylvania Avenue
	10:00 A.M	D.C. Public Schools
February 19th	1:00 PM	D. C. Public Schools
February 21st	9:45 AM	Sidwell Friends School
	10:45 AM	Sidwell Friends School
	12:30 PM	Landon School

APPENDIX D

SAMPLES OF PORTIONS OF ASSEMBLY PROGRAMMES

SUNDAY, DECEMBER
16, 1984 3:00 p.m.

DESA
Maurice Eldridge, Principal
Judith Grove, Assistant Principal
Harry Voss, Assistant Principal

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REPRODUCIBLE ON MICROFILM

PROGRAMME

HOLIDAY GREETINGS ..... Maurice G. Eldridge, Principal

SCHERZO: Allegro Vivace ..... Franz Schubert
from Octet Op. 166

Duke Ellington Chamber Orchestra
Wallace Clark, Conductor

CHARTER OAK ..... Eric Osterling

HELLO ..... Lionel Richie
Bob Cotter, Arranger

Duke Ellington Concert Band
Wallace Clark, Conductor

THE GIFT OF THE MAGI ..... O'Henry

Narrators: Teresa Jarzynski and Phil Lewis
Husband: Russell Hopler; Wife: Leslie Ross

Director: Fred Lee

WALTZ OF THE FLOWERS ..... Peter I. Tchaikovsky

Original Choreography: Marius Petipa and Lev Ivanov
Restaged by: A.V. James and Sandra Fortune

Dancers: Vera Cabe, Jenné Franklin, Elizabeth Hilton, Monique Jones,
Darnita Long, Melissa McCaughlin, Trina Roy, Liza Springer.

Alternates: Roxanna Young, Michael Woolfolk,
Lynette Austin, Karen Brown, Ruth Hirsch.

RUSSIAN (Trepak) DANCE ..... Marius Petipa
Choreography

Dancers: Don Bellamy, Wayne Coombs, Troy Brown,
Andre Bearstop, Terace Jones, Michael Woolfolk

Restaged by: Peter Romero and Lynn Welters

"TRIBUTE TO DENNIS BUTLER"

Maurice G. Eldridge, Principal

Tyrone Williams, Saxophonist, Class of 1981

MASQUERADE ..... Melba L. Lucas
Choreography

Dancers: Debra Bernard and Michael Woolfolk
Tanya Jordan and Ronald Willis

Alternates: Roxanna Young, Jenifer Schwandt

WINTER'S FLURRY:

CAST I : Darnita Long, Elizabeth Hilton, Leslie Terrell
Liza Springer, Vera Cabe, Trina Roy

CAST II : Monique Jones, Karen Brown, Melissa McCaughlin,
Ruth Hirsch, Lynette Austin, Jenné Franklin

QUARTET IN D MAJOR ..... Haydn
Op. 33 No. 6 , First Movement

Violins: Bonnie Grier, Sarah Garske
Viola: Lidia Comelli
Bassoon: Kandra Fulmer

HERE COMES SANTA CLAUS ..... Michael Jackson

Choreography: Susan Laurence

Dancers: Ronald Willis, Troy Brown, Don Bellamy, Wayne Coombs
Andre Bearstop, Deborah Bernard, Leslie Terrell, Tonya Jordan, Liza
Springer, Darnita Long, Elizabeth Hilton, Janice Champion, Chanelle Mac

HE SHALL FEED HIS FLOCK ..... George F. Handel
from Messiah

Kevette Cartledge, Contralto

COME UNTO HIM ..... George F. Handel
from Messiah

Angela Farmer, Soprano

BRING A TORCH, JEANETTE, ISABELLA ..... Alice Parker, Arranger
Robert Shaw, Arranger

GO TELL IT ON THE MOUNTAIN ..... Percy L. Gregory, Arranger

Duke Ellington Male and Female Ensembles
Edward Jackson, Director
Renee Patrick, Accompanist

A JOYFUL CHRISTMAS SONG ..... F.A. Gervaert

A CHRISTMAS FANTASY ..... Harry Gilbert

Kathryn Stanley, Mezzo Soprano
Vangelia Campbell, Soprano
Janice Menifee, Soprano

HAIL MARY ..... William L. Dawson

IT'S THE MOST WONDERFUL TIME OF THE YEAR ..... Eddie Pola and George Wyle

Duke Ellington Concert Choir
Edward Jackson, Director
Monica Otal, Accompanist

THIS DOCUMENT IS NOT
REPRODUCIBLE ON MICROFILM

CAST

Narrator.....Russell Hopler

Actor 1/ Dr. Martin Luther King, Jr.....Phil Lewis

Actor 2/ Malcolm X.....Ernest Mercer

Actor 3/ Rosa Parks.....Caroline Clay

*Ellington Concert Choir.....Edward Jackson
Director

Accompanist.....Monica Otal

Choreography.....Mike Malone

Slides.....Margaret Paris

INSTRUMENTAL ENSEMBLE

Keyboard.....Keith Lee and Samuel Kendrick

Bass.....Michelle Johnson and John Chandler

Flute.....Jamal Brown

Percussion.....John Chandler and Malcolm Alexander

DANCERS

Debra Bernard	Nicole Bobbit
Troy Brown	Jenne Franksin
Monique Holbert-Jones	Terace Jones
Tonya Jordan	Liza Springer

Michael Woolfolk

*Psalms 8.....Written & Arranged by Richard Smallwood

The Duke Ellington School of the Arts

presents

THE DANCE DEPARTMENT

in

Same Program as Multi Arts

A SPRING

DANCE CONCERT

Friday May 31, 1985

7:30 p.m.

The University of the District of Columbia Auditorium

Building 46 East

4200 Connecticut Avenue N.W.
Washington, D.C. 20008

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PROGRAM

I

STARTING POINT

Music: Jacques Offenbach - Le Papillion
Choreography: Lynn B. Welters and Sandra Fortune
Costumes: Lynn B. Welters

BALLET ENSEMBLE

Jeffrey Beynum	Nicole Bobbitt	Janice Champion
Antoinette Cross	Angelle Dent	Leslie DeLaine
Letteria Fletcher	Raymond Lomax	Maria Queen
Antoinette Sanders	Nicole Soquinase	Darrell Spriggs
Arlanda Tabor	Ronald Willis	

POINTÉ ENSEMBLE

Leslie Dockery	Kim Dowd	Melissa Gilbert
Allison Gorsuch	Tracey Harper	Sharnell Mack
Janeisa Nicholson	Carolyn Seckinger	Farien Tyler

The Starting Pointé is choreographed as a learning experience to display the work of our first year beginner and pointé students.

II

AURORA'S SOLO from SLEEPING BEAUTY - ACT III*

Music: Peter Ilich Tchaikovsky
Choreography: Marius Petipa
Restaged by: Peter Romero
Costume by: Lynn B. Welters

Roxanna Young

III

PEASANT PAS from GISELLE - ACT I*

Music: Johann Friedrich Burgmuller
Choreography: Jules Perrot and Jean Coralli
Restaged by: Peter Romero
Costumes: Delores Griffin

Jenné Franklin Elizabeth Hilton Terace Jones

* As a continuation of technical advancement in the Dance Department, a Variations I Class was added this year as an extension of the Level III Class.

IV

THE MOVEMENT

Music: S.N.C.C. Freedom Singers
Choreography: Phillip Griffin and Melba Lucas
Costumes: Michael Murray

Nicole Bobbitt	Adrain Bolton*	Karen Brown
Troy Brown	Janice Champion	Kimberly Dowd
Monique Holbert-Jones	Tanya Jordan	Sharnell Mack
Janeisa Nicholson	Nicole Socquinase	Tanya Wood

The songs that accompany this work reflect the rich musical and oral tradition of Black American Choral Song. Through this traditional union and original rhythm and blues song, it reflects the mood of the Civil Rights Movement.

* The students featured in this piece range from Levels I-IV and Alumnus Adrain Bolton is featured as Guest Artist.

INTERMISSION

V

VERDI'S VARIATIONS

Music: Guiseppe Verdi - The Four Seasons
Choreography: Peter Romero
Costumes: Peter Romero

Monique Holbert-Jones — Tanya Jordan
Andre Bearstop — Troy Brown

with

Karen Brown	Jenné Franklin	Elizabeth Hilton
Ruth Hirsch	Liza Springer	Roxanna Young

PAUSE

VI

FELINE FANTASY

Music: Giorgio Moroder
Choreography: Eugene Roscoe

THE INTRODUCTION - THE MEETING - THE ATTACK KILL

Deborah Bernard	Kimberly Beynum	Tiffanie Durrant
Melissa Gilbert	Tracie Harper	Ruth Hirsch
Darnita Long	Raymond Lomax	Kevin Malone
Dana Riceel	Trina Roy	Farien Tyler

PAUSE

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APPENDIX E

SUMMARY OF ARTS AWARENESS
SURVEY DATA

Summary of Arts Awareness Questionnaire
N=180

Item*	(5) Strongly Agree		(4) Agree		(3) Neutral		(2) Disagree		(1) Strongly Disagree		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
Dance:															
1. Liked	148	82.2	22	12.2	4	2.2	3	1.7	3	1.7	0	0.0	180	100.0	4.72
2. Learned From	101	56.1	49	27.2	15	8.3	9	5.0	5	2.8	1	0.6	180	100.0	4.30
3. More Interest	86	47.8	54	30.0	19	10.6	13	7.2	7	3.9	1	0.6	180	100.0	4.11
Theatre and Drama:															
4. Liked	144	80.0	24	13.3	9	5.0	1	0.6	1	0.6	1	0.6	180	100.0	4.73
5. Learned From	113	62.8	48	26.7	13	7.2	4	2.2	2	1.1	0	0.0	180	100.0	4.48
6. More Interest	70	38.9	63	35.0	33	18.3	8	4.4	6	3.3	0	0.0	180	100.0	4.02
Instrumental Music:															
7. Liked	135	75.0	31	17.2	4	2.2	7	3.9	3	1.7	0	0.0	180	100.0	4.60
8. Learned From	97	53.9	53	29.4	19	10.6	8	4.4	3	1.7	0	0.0	180	100.0	4.29
9. More Interest	81	45.0	46	25.6	38	21.1	8	4.4	6	3.3	1	0.6	180	100.0	4.05
Singing:															
10. Liked	146	81.1	23	12.8	6	3.3	2	1.1	2	1.1	1	0.6	180	100.0	4.73
11. Learned From	99	55.0	57	31.7	15	8.3	4	2.2	4	2.2	1	0.6	180	100.0	4.36
12. More Interest	103	57.2	44	24.4	22	12.2	7	3.9	3	1.7	1	0.6	180	100.0	4.32

Live Performance - First Time	Yes		No		No Response		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
13. Dance	58	32.2	117	65.0	5	2.8	180	100.0
14. Theatre	66	36.7	109	60.6	5	2.8	180	100.0
15. Music	45	25.0	121	67.2	14	7.8	180	100.0
16. Singing	43	23.9	119	66.1	18	10.0	180	100.0
Total	212	31.3	466	68.7				

* For complete item, see survey, Appendix B.

APPENDIX F

SURVEY OF INTEREST LETTER AND QUESTIONNAIRE

DUKE ELLINGTON SCHOOL OF THE ARTS
35th & R Streets, N. W.

The Duke Ellington School of the Arts has developed a Multi-Arts Service Program for the D.C. Public School System.

This year schools in each region will be selected to participate in one or more program areas related to the Arts Program at Ellington School. A lecture-demonstration will be held in the discipline or disciplines determined by your response to this questionnaire, possibly limited by demand. The demonstration will be followed by workshops at Ellington for students you recommend. The program is offered without cost to participating schools.

If your school is interested in any phase of the Multi-Arts Program, please fill out the attached questionnaire and return it to:

Jean R. Yancey, Multi-Arts Program Coordinator
Duke Ellington School of the Arts
35th & R Streets, N. W.
Washington, D. C. 20007

Forms should be returned by October 19, 1984

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SURVEY OF INTEREST

QUESTIONNAIRE FOR MULTI-ARTS PROGRAM

Name of School _____

Contact Person _____

Through the Multi-Arts Program, demonstrations can be scheduled at your school, for sessions approximately one hour in length, one day a week.

1. a. Is this time period convenient during your school day?
   Yes _____ No _____

   b. During which part of the day?
   9 AM _____ 12 PM _____ 1 PM _____
   T _____ W _____ TH _____

2. How many students, grades 7, 8 and 9 may we serve? _____

3. Does your school have a gymnasium, stage or multi-purpose room to accommodate the classes? Yes _____ No _____ Gym _____ Stage _____
   Multi-Purpose _____

4. Your space holds _____ persons.

5. Your stage is approximately _____ feet wide and approximately _____ feet deep.

6. Are you interested in: Dance Demonstration _____
   Music Demonstration _____
   Visual Arts Demonstration _____
   Drama Demonstration _____
   All of the above _____

7. When would be the best time to start the program in your school?
   _____ (Nov., Dec., Jan., Feb.)

8. Would you be interested in recommending students to send to Ellington for Workshops as a follow-up to the demonstration?
   Yes _____ No _____

9. Does your school have a Drama Club or Drama Class? Yes _____ No _____

10. How many students are involved in your music program? Voice _____
    Instrumental _____

11. Please give a breakdown of specific instruments being studied.
    Trumpet _____ Saxaphone _____ Other _____

12. Is general music taught on every level at your school?
    Yes _____ No _____ Grade - 7th _____ 8th _____
    9th _____

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13. Is there a Chorus, Glee Club or Band?
Chorus _____ Glee Club _____ Band _____ How Many _____

14. Is it possible to prepare the students (in general music classes, band or choir) for the programs we will present? Yes _____ No _____

15. Is a program in dance currently being offered at your school?
Yes _____ No _____

16. If the answer is yes (#15), please indicate the following:
a. How many students are in your dance program? _____

b. What form of dance is taught? _____

c. How many and what day(s) a week are lessons taught?
how many? _____ What day(s) M __ T __ W __ TH __ FR __

d. Is this program a part of your regular curriculum or an after school project? Regular _____ After School _____

If dance is not a part of any of your programs, are you interested in establishing such a program? Yes _____ No _____

17. Does your school have a structured fine or visual art program available?
Yes _____ No _____

18. Are students required to participate in art classes within the curriculum at any time during their years in school? Yes _____ No _____

19. If so, at what level? _____

What are the major areas of importance within your Arts curriculum?
_____

20. Are there students in your school who you feel are talented enough to make a career in the arts? Yes _____ No _____

21. Is there any counseling done with regard to Art careers in your school?
Yes _____ No _____

22. Would any of your students be interested in a visual art presentation specifically designed to improve their drawing skills? Yes _____ No ___

23. Do you know of any students from your school now attending Ellington?
Yes _____ No _____ If so, please name them. _____
_____

_____

24. Would any of your students be interested in a visual arts presentation specifically designed to enrich their understanding of how simple sculpture is made? Yes _____ No _____

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APPENDIX G

STUDENT INTEREST RATING SCALES

THE MULTI-ARTS SERVICE PROGRAM

LECTURE-DEMONSTRATION SURVEY

Name_____ Grade____ School_____ Date_____

Instructions: We would like you to "review" the program you have just seen. As a "reviewer" you can give the program a "rave" review with 5 stars (*****) or as few as 1 star (*). Please circle the number of stars you want to give for each of the following statements. Thank you.

1. I enjoyed the program today.

Strongly Agree				Strongly Disagree
*****	****	***	**	*

2. I learned a whole lot from the program today.

Strongly Agree				Strongly Disagree
*****	****	***	**	*

3. The program increased my interest in the arts.

Strongly Agree				Strongly Disagree
*****	****	***	**	*

4. Now, I am interested in learning more about the arts.

Strongly Agree				Strongly Disagree
*****	****	***	**	*

5. The program made me aware of art ideas I had not thought about before.

Strongly Agree				Strongly Disagree
*****	****	***	**	*

6. The part of today's program I liked best was _____

_____

_____

020685 DQA-CH2

Lecture-Demonstration Rating Scale

Music

1. Rate the degree to which you agree with the following statements by circling one number on the scale provided.

   a. I enjoyed the music lecture presented today.

Strongly Agree				Strongly Disagree
1	2	3	3	5

   b. I enjoyed the music demonstration presented today.

Strongly Agree				Strongly Disagree
1	2	3	3	5

   c. I learned a whole lot about music from the lecture-demonstration.

Strongly Agree				Strongly Disagree
1	2	3	3	5

   d. The lecture-demonstration increased my interest in music.

Strongly Agree				Strongly Disagree
1	2	3	3	5

   e. I am interested in getting more training in music at Ellington.

Strongly Agree				Strongly Disagree
1	2	3	3	5

Lecture-Demonstration Rating Scale

Dance

1. On the scale provided, rate the degree to which you agree with the following statements by circling one number.

   a. I learned a whole lot about dance techniques from the lecture-demonstration on classial and modern dance.

Strongly Agree				Strongly Disagree
1	2	3	3	5

   b. The lecture-demonstration increased my interest in classical ballet and modern dance.

Strongly Agree				Strongly Disagree
1	2	3	3	5

   c. I am interested in taking a summer dance course at Ellington.

Strongly Agree				Strongly Disagree
1	2	3	3	5

   d. I am interested in participating in a dance workshop at Ellington.

Strongly Agree				Strongly Disagree
1	2	3	3	5

Lecture-Demonstration Rating Scale

Theatre

1. On the scale provided, rate the degree to which you agree with the following statements by circling one number.

   a. I learned a whole lot about theatre from the lecture-demonstration.

Strongly Agree				Strongly Disagree
1	2	3	3	5

   b. I enjoyed the lecture-demonstration.

Strongly Agree				Strongly Disagree
1	2	3	3	5

   c. The lecture-demonstration increased my interest in theatre.

Strongly Agree				Strongly Disagree
1	2	3	3	5

   d. I am interested in participating in a theatre workshop at Ellington.

Strongly Agree				Strongly Disagree
1	2	3	3	5

   e. I am interested in getting more training on theatre.

Strongly Agree				Strongly Disagree
1	2	3	3	5

Lecture-Demonstration Rating Scale

Visual Arts

1. On the scale provided, rate the degree to which you agree with the following statements by circling one number?

   a. I enjoyed the lecture on silkscreening.

Strongly Agree				Strongly Disagree
1	2	3	3	5

   b. I enjoyed the demonstration on silkscreening.

Strongly Agree				Strongly Disagree
1	2	3	3	5

   c. I learned a whole lot about silkscreening from the lecture-demonstration.

Strongly Agree				Strongly Disagree
1	2	3	3	5

   d. The lecture-demonstration increased my interest in the visual arts.

Strongly Agree				Strongly Disagree
1	2	3	3	5

   e. I am interested in participating in a visual arts workshop at Ellington.

Strongly Agree				Strongly Disagree
1	2	3	3	5

   f. I am interested in getting more training in the visual arts at Ellington.

Strongly Agree				Strongly Disagree
1	2	3	3	5

APPENDIX H

PERFORMER QUESTIONNAIRE

The Multi-Arts Service Program

Questionnaire for Ellington Students

1. Grade _____ Interest area in the arts _____

2. Check the activities in which you participated:

   ☐ Assemblies

   ☐ Lecture-demonstrations

   ☐ Workshops

3. Rate the degree to which you would agree with the following statements made about your participation in the Multi-Arts program. If you did not participate in the activity described, check "N/A"

	Strongly Agree 5	4	3	2	Strongly Disagree 1	N/A
(a) It gave me the opportunity to be involved in an arts production.						
(b) It gave me the opportunity to demonstrate my skills and abilities in the arts.						
(c) It gave me the opportunity to serve as a role model for other students.						
(d) It gave me the opportunity to work with students from other schools.						
(e) It gave me the opportunity to talk about the Ellington program to other students.						
(f) It made me aware of my strengths and weaknesses in the arts.						
(g) It increased the interest in the arts of students in the audience.						

4. How did you participate in the following areas? (What specifically did you do?)

   (a) Assemblies _____

   _____

   (b) Lecture-demonstrations _____

   _____

   (c) Workshops _____

   _____

5. In what ways has participation in the multi-arts service program helped you? _____

_____

_____

6. Did participation create problems for you? _____

_____

_____

7. What do you see as the major weaknesses of the program? _____

_____

_____

8. What do you see as the major strengths of the program? _____

_____

_____

Prepared by
Division of Quality Assurance

051784

APPENDIX I

WORKSHOP REQUEST FORM

DUKE ELLINGTON SCHOOL OF THE ARTS
35TH & R STREETS N.W.
WASHINGTON D.C. 20007

February 20, 1985

The Duke Ellington School of the Arts has developed a Multi-Arts Service Program for the D.C. Public School System. In this year of the program, schools in each region have participated in lecture demonstrations related to the Arts Program at Ellington School.

Workshops at Ellington in Music, Dance, Theatre and Visual Arts will now be held during the next few weeks. The workshops are offered without cost to participating schools.

If you have students interested in any phase of our program, please complete the form below and return immediately to:

Jean R. Yancey, Multi-Arts Program Coordinator
Duke Ellington School of the Arts
3500 R Streets N. W.
Washington, D. C. 20007

Route #1

Telephone - 282-0123

Name of School _____

Contact Person _____

Telephone Number _____

Total Number of Interested Students _____

Dance Workshop (March 13, 1985 - 1:30 - 3:30 PM) No. _____

Music Workshop (March 14, 1985 - 1:00 - 2:30 PM) No. _____

Drama Workshop (March 19, 1985 - 1:00 - 5:00 PM No. _____

Visual Arts Workshop (March 20, 1985 - 1:00 - 2:30 PM No. _____

APPENDIX J

LECTURE-DEMONSTRATION SITES 1984-85

Multi-Arts Program
Lecture-Demonstrations
1984-85

Date	School
November 8, 1984	Roper Jr. High School
November 15, 1984	Winston Educational Center
November 20, 1984	Evans Jr. High School
November 27, 1984	Browne Jr. High School
December 12, 1984	Fillmore Arts Center
December 18, 1984	West Middle School
January 17, 1985	Fort Lincoln School
January 22, 1985	Kramer Jr. High School
January 25, 1985	Brookland School
February 7, 1985	Kramer Jr. High School

APPENDIX K

SUMMARIES OF LECTURE-DEMONSTRATION RATING SCALES

Summary of "Increased Interest" Ratings
on Lecture-Demonstration Rating Scales
N=294

Item*	(5) Strongly Agree		(4)		(3)		(2)		(1) Strongly Disagree		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
Music	41	44.6	19	20.7	17	18.5	7	7.6	6	6.5	2	2.2	92	100.0	3.91
Dance	25	44.6	17	30.4	9	16.1	4	7.1	1	1.8	0	0.0	56	100.0	4.09
Theatre	36	46.8	24	31.2	11	14.3	3	3.9	2	2.6	1	1.3	77	100.0	4.17
Visual Arts	15	27.8	14	25.9	12	22.2	6	11.1	4	7.4	3	5.6	54	100.0	3.59
New Rating Scale	14	93.3	1	6.7	0	0.0	0	0.0	0	0.0	0	0.0	15	100.0	4.93
Total	131	44.6	75	25.5	49	16.7	20	6.8	13	4.4	6	2.0	294	100.0	4.01

* See following charts for individual arts summaries

Summary of Music Lecture-Demonstration
Rating Scales
N=92

Item*	(5) Strongly Agree		(4)		(3)		(2)		(1) Strongly Disagree		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
a. Enjoyed lecture	45	48.9	29	31.5	12	13.0	1	1.1	2	2.2	3	3.3	92	100.0	4.29
b. Enjoyed demonstration	52	56.5	30	32.6	5	5.4	2	2.2	1	1.1	2	2.2	92	100.0	4.44
c. Learned a lot	28	30.4	32	34.8	16	17.4	10	10.9	5	5.4	1	1.1	92	100.0	3.75
d. Increased interest	41	44.6	19	20.7	17	18.5	7	7.6	6	6.5	2	2.2	92	100.0	3.91
e. Want more training	45	48.9	16	17.4	20	21.7	4	4.3	6	6.5	1	1.1	92	100.0	3.99
Total	211	45.9	126	27.4	70	15.2	24	5.2	20	4.3	9	2.0	460	100.0	4.07

* For complete item, see Rating Scales, Appendix G.

Summary of Visual Arts Lecture-Demonstration
Rating Scales
N=54

Item*	(5) Strongly Agree		(4)		(3)		(2)		(1) Strongly Disagree		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
a. Enjoyed lecture	12	22.2	18	33.3	12	22.2	5	9.3	4	7.4	3	5.6	54	100.0	3.57
b. Enjoyed demonstration	17	31.5	12	22.2	16	29.6	3	5.6	3	5.6	3	5.6	54	100.0	3.73
c. Learned a lot	11	20.4	13	24.1	18	33.3	4	7.4	4	7.4	4	7.4	54	100.0	3.46
d. Increased interest	15	27.8	14	25.9	12	22.2	6	11.1	4	7.4	3	5.6	54	100.0	3.59
e. Want workshop	10	18.5	8	14.8	13	24.1	7	13.0	13	24.1	3	5.6	54	100.0	2.90
f. Want more training	7	13.0	14	25.9	14	25.9	4	7.4	13	24.1	2	3.7	54	100.0	2.96
Total	72	22.2	79	24.4	85	26.2	29	9.0	41	12.7	18	5.6	324	100.0	3.37

* For complete item, see Rating Scales, Appendix G.

Summary of Theatre Lecture-Demonstration
Rating Scales
N=77

Item*	(5) Strongly Agree		(4)		(3)		(2)		(1) Strongly Disagree		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
a. Learned a lot	25	32.5	27	35.1	20	26.0	2	2.6	1	1.3	2	2.6	77	100.0	3.97
b. Enjoyed demonstration	55	71.4	13	16.9	8	10.4	0	0.0	0	0.0	1	1.3	77	100.0	4.62
c. Increased interest	36	46.8	24	31.2	11	14.3	3	3.9	2	2.6	1	1.3	77	100.0	4.17
d. Want workshop	40	51.9	17	22.1	13	16.9	6	7.8	1	1.3	0	0.0	77	100.0	4.16
e. Want more training	46	59.7	15	19.5	10	13.0	4	5.2	1	1.3	1	1.3	77	100.0	4.33
Total	202	52.5	96	24.9	62	16.1	15	3.9	5	1.3	5	1.3	385	100.0	4.25

* For complete item, see Rating Scales, Appendix G.

Summary of Dance Lecture-Demonstration
Rating Scales
N=56

Item*	(5) Strongly Agree		(4)		(3)		(2)		(1) Strongly Disagree		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
a. Learned techniques	25	44.6	12	21.4	12	21.4	5	8.9	1	1.8	1	1.8	56	100.0	4.00
b. Increased interest	25	44.6	17	30.4	9	16.1	4	7.1	1	1.8	0	0.0	56	100.0	4.09
c. Want summer courses	25	44.6	16	28.6	7	12.5	2	3.6	5	8.9	1	1.8	56	100.0	3.98
d. Want dance workshop	30	53.6	12	21.4	9	16.1	1	1.8	4	7.1	0	0.0	56	100.0	4.12
Total	105	46.9	57	25.4	37	16.5	12	5.4	11	4.9	2	0.9	224	100.0	4.05

* For complete item, see Rating Scales, Appendix G.

Summary of Dance Lecture-Demonstration
Rating Scales
N=15

Item*	(5) Strongly Agree		(4)		(3)		(2)		(1) Strongly Disagree		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
a. Enjoyed program	12	80.0	3	20.0	0	0.0	0	0.0	0	0.0	0	0.0	15	100.0	4.80
b. Learned a lot	9	60.0	4	26.7	2	13.3	0	0.0	0	0.0	0	0.0	15	100.0	4.47
c. Increased interest	14	93.3	1	6.7	0	0.0	0	0.0	0	0.0	0	0.0	15	100.0	4.93
d. Want to learn	14	93.3	0	0.0	1	6.7	0	0.0	0	0.0	0	0.0	15	100.0	4.87
e. Made more aware	8	53.3	3	20.0	1	6.7	3	20.0	0	0.0	0	0.0	15	100.0	4.07
Total	57	76.0	11	14.7	4	5.3	3	4.0	0	0.0	0	0.0	75	100.0	4.63

* For complete item, see Rating Scales, Appendix G.

APPENDIX L

ADDITIONAL QUESTIONNAIRE RESPONSES FROM THE MULTI-ARTS LECTURE-DEMONSTRATION DANCE PARTICIPANTS

Dance Lecture-Demonstration
Student Questionnaire
N=64

1. We are interested in knowing the kind of dance you have studied, the number of years or months of study and from whom you studied dance. Please fill in this information in the boxes below.

	Classical Ballet	Modern	Etnnic (i.e. African or folk dance)	Other (specify)
Number of months or years of study. (If none indicate so)	N=19 Mean number of years 2.5 Range 1-7	N=15 Mean number of years 2.7 Range 1-9	N=6 Mean number of years 2.7 Range 1-7	N=11 Mean number of years 1.8 Range 1-6
Name of institution from which you recieved training	19 respondents listed 18 different schools of which 6 were private	11 respondents listed 10 different schools of which 4 were private	4 respondents listed 4 different schools of which 2 were private	7 respondents listed 7 different schools of which 4 were private
Name of primary instructor from whom you received training	20 respondents listed 19 different instructors	11 respondents listed 9 different instructors	5 respondents listed 5 different instructors	9 respondents listed 9 different instructors
Level of dance performance. Indicate whether you dance very well, not very well, not at all	N=29	N=18	N=10	N=14
	# %	# %	# %	# %
	Very well 15 52	Very well 9 50	Very well 4 40	Very well 5 36
	Not very well 11 38	Not very well 6 33	Not very well 4 40	Not very well 6 43
	Not at all 3 10	Not at all 3 17	Not at all 2 20	Not at all 3 21

2. How many times have you gone to the theatre to see a professional dance performance?

None or No Response		Once		Twice		3 Times		More Than 3 Times	
No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
17	26.6	19	29.7	9	14.1	6	9.4	13	20.3

Dance Lecture Demonstration
Student Questionnaire
N=64

3. What professional dance groups have you seen?

Item	Number	Percent
Fame	13	20
Classic	7	11
Modern Dance	6	9
Nutcracker (TV)	5	8
African	4	6
Dance Theatre of Harlem	4	6
Washington Ballet	3	5
Jazz	2	3
Barnum and Bailey	1	2
Tap	1	2
Broadway shows	1	2
Rep. Incorporated	1	2
Children's Ensemble	1	2
African Drum and Dance Theatre	1	2
Howard Dance Troop	1	2
D.C. Poppilocs	1	2
Alvin Ailey	1	2
Jovan	1	2
Joffrey Ballet	1	2
Laverne Reed	1	2

4. What did you like about the lecture-demonstration?*

Item	Number	Percent
Demonstration	19	30
Educational	16	25
Specific dance forms	12	19
Lecture	11	17
Enjoyment	11	17
Interest stimulation	10	16
Discipline shown by dancers	9	14
Dancers	6	9
Negative response	1	2
Coordinator	1	1

Typical comments:

I liked the way they started off and moved in the dances. It showed me tht I would really have to work hard at dancing. I liked the way they moved their bodies and followed instructions.

* Open ended question with responses grouped

5. What did you not like about the lecture-demonstration?*

Item	Number	Percent
Positive responses	22	34
No music	2	3
Too short	1	2
The work	1	2
The ethnic	1	2

Typical Comments:

There was not anything I disliked about the Lecture-Demonstration. We didn't have music.

6. How might the lecture-demonstration be improved?*

Item	Number	Percent
No improvement Needed	5	8
More dance	4	6
More music	3	5
More demonstrations	1	2
More girls	1	2
More Training	1	2
Longer workshops	1	2
Trying harder	1	2

Typical Comments:

To me, nothing needed to be improved. If you bring more dancers and show us more about dancing and their techniques. Having a longer workshop may improve it.

* Open ended question with responses grouped

7. Comments:

Item	Number	Percent
Enjoyed Very Much	12	19
Interested in Ellington	4	6
Willingness to Work	3	5
Good Luck to Ellington Dancers	2	3
Want to See More Dancing	2	3

Typical Comments:

I really enjoyed the workshop. I loved their outfit and good luck Ellington. They perform well and they're always on time and I'm willing to go through the hard work.

* Open ended question with responses grouped

APPENDIX M

ADDITIONAL QUESTIONNAIRE RESPONSES FROM
THE MULTI-ARTS LECTURE-DEMONSTRATION
MUSIC PARTICIPANTS

Music Lecture-Demonstartion
Student Questionnaire
N=105

1. Check the musical instruments which you can play and indicate how long you have played them.

#	%			Number of Years you Have Played Instrument						
				1	2	3	4	5	6	More than 6
28	27	☐	Piano	4	9	5	2	1	1	2
8	8	☐	Flute	1	3	1	2		1	
4	4	☐	Recorder	3						
1	1	☐	Oboe							
11	10	☐	Clarinet	4		1	4			
2	2	☐	Saxophone			1				
1	1	☐	Harmonica	1						
1	1	☐	French Horn			1				
12	11	☐	Guitar	5	1	2	1			
11	10	☐	Violin	4		1	2	2	1	
4	4	☐	Viola	2	1					
1	1	☐	Cello		1					
2	2	☐	String Base	1		1				
3	3	☐	Trombone	1	1		1			
2	2	☐	Euphonium	1						
2	2	☐	Tuba		1	1				
			Others							
20	19	☐	Drum	4	2	1		1		4
7	7	☐	Percussion	4	1	1	1			
14	13	☐	Trumpet		3	4	1			1
20	19		None Checked (Some Wrote in "Vocal")							

2. How many years of voice instruction have you had?

Mean	Range	Number & Percent Responding	
		#	%
1.42 years	0-8 years	80	76

3. What type of music training would you like to have?*

Item	Number	Percent
Types of Music:		
Jazz, rock	10	10
Rhythm, blues, soul	3	3
Classical	2	2
Contemporary	2	2
Instrumental:		
Piano	14	13
Drums	7	7
Flute	7	7
Percussion	6	6
Clarinet	4	4
Instrument (unnamed)	3	3
String	3	3
Keyboard	2	2
Guitar	2	2
Trumpet	2	2
Tuba	2	2
Viola	1	1
String Bass	1	1
Brass	1	1
Wood	1	1
Trombone	1	1
Saxophone	1	1
Vocal:		
Voice	22	21
Gospel	2	2

* Open ended question with responses grouped

4. What did you like best about the lecture-demonstration?*

Item	Number	Percent
Lecture	1	1
Teaching	4	4
Encouragement	1	1
Discussion	1	1
Demonstration	3	3
Singing	16	15
Music	12	11
Instruments	8	8
Acting	6	6
Jazz	4	4
Dance	4	4
Slides	1	1
Positive (general)	13	12
Negative (general)	1	1

Typical comments:

I liked the piano player best of all. I liked the way it was explained. The perfection!

5. What did you <u>not</u> like about it?*

Item	Number	Percent
Nothing	29	29
Audience Behavior	3	3
Length	3	3
Lectures	2	2
Singing	2	2
Dancing	1	1
Music	1	1
Beginning Part	1	1
Boring	1	1
Everything	1	1

Typical comments:

Nothing, I loved all of it. The lecture was too long. The laughing and talking of other students.

* Open ended question with responses grouped

6. How might it be improved?*

Item	Number	Percent
No improvement	11	10
Longer demonstrations	4	4
More instrumentals	4	4
Shorter lectures	3	3
Better stage presence	3	3
Better preparation	2	2
Live musicians with singers	1	1
More singing	1	1
More variety	1	1

Typical comments:

Perfect as it is. Make the first lecture shorter. Have more tubas in a performance.

7. Comments*

Item	Number	Percent
General Positive	25	24
Want Further Training	5	5
Liked Demonstrations, Percussion, Voice, Cast	4	4
Prefer It to be Longer	1	1
May Not Want to Go to Ellington	1	1

Typical comments:

The performance was a perfect #10. I would love to come to your school. I liked the percussion.

* Open ended question with responses grouped

2.5
2.8
2.2
3.2
2.0
3.6
4.0
100 mm
1.0
1.1
1.25
1.4
1.6
2.8
2.5
3.2
2.2
3.6
2.0
4.0
1.8
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890
1.0 mm
1.5 mm
2.0 mm
A5

APPENDIX N

ADDITIONAL QUESTIONNAIRE RESPONSES FROM
THE MULTI-ARTS LECTURE-DEMONSTRATION
VISUAL ARTS PARTICIPANTS

Visual Arts Lecture Demonstration
Student Questionnaire
N=62

1. Are you interested in becoming an artist?

Yes		No		No Response	
No.	Pct.	No.	Pct.	No.	Pct.
47	76	11	18	4	6

2. Listed below are the names of artists. Check those artists with whose work you are familiar.

	No.	Pct.
Michelangelo	37	60
Albert Ryder	1	2
Leonardo da Vinci	37	60
Thomas Eakins	1	2
Louis Jones	1	2
Picasso	28	45
Cotlin	1	2
Winslow Homer	5	8
Others (Specify)*	8	13

* Others specified were as follows:

Jim Davis, Matisse, James Whistler,
Raphael, Stan Lee, Dali, Joe Smith.

3. Rank the following art forms in order of interest to you. Use 1 for the one you like most. [Note: Only the "1" responses are included in the analysis below.]

	No.	Pct.
Drawing	40	65
Painting	5	8
Printmaking	2	3
Sculpturing	6	10
Ceramics	8	13
Others (specify)	1	2

4. Which of the following art museums have you visited? (check all that apply.)

	No.	Pct.
National Art Gallery	41	66
Hirshorn Gallery	18	29
National American Art Gallery	22	35
Museum of African Art	23	37
Renwick Gallery	10	16
Phillips Gallery	8	13
Corcoran Gallery of Art	18	29
National Museum of American Art	30	48

5. What did you like about the lecture-demonstration?*

	No.	Pct.
Interest stimulation	13	21
The demonstration	11	18
Specific art form	7	11
The lecture	7	11
Knowledge gained	7	11
Enjoyment	7	11
Negative response	2	3

Typical comments:

It wasn't boring. (Other student) was quiet for the first time in his life. I liked the picture that Dorothy did in her second year.

6. What did you not like about it?*

	No.	Pct.
General negative response	4	6
General positive response	17	27
Audience response	2	3
Time factor	2	3
Messiness	2	3

Typical comments:

It took my ceramics/cartooning time. It was kind of messy. I enjoyed the whole program.

* Open ended questions with responses grouped.

7. How might it be improved?*

	No.	Pct.
No improvement needed	6	10
More demonstrations	3	5
More time	1	2
More photography discussions	1	2

Typical comments:

Demonstrate drawing technique. Give more and different demonstrations. In no way.

8. Would you like to print using the silkscreening process after the demonstration?

Yes		No		No Response	
No.	Pct.	No.	Pct.	No.	Pct.
26	42	16	26	20	32

9. Comments*

	No.	Pct.
Enjoyment	8	13
Not enough participation	1	2
Too long	1	2
Too messy	1	2

Typical comments:

I do not like the thought of working from 8:30 am to 5 pm. I have never seen anything like that before - it was very interesting. I enjoyed it very much.

* Open ended question with responses grouped

APPENDIX O

ADDITIONAL QUESTIONNAIRE RESPONSES FROM
THE MULTI-ARTS LECTURE-DEMONSTRATION
DRAMA PARTICIPANTS

Drama Lecture-Demonstration Student Questionnaire
N=86

1. Circle the number of plays which you have seen within the past three years. (Circle one.)

0		1		2		3		4		5		6		More Than 6		No Response	
No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
6	7	6	7	14	16	22	26	12	14	6	7	2	2	17	20	1	1

2. Are you interested in making a career in theatre?

Yes		No		Undecided		No Response	
No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
42	49	3	4	39	45	2	2

3. Now many years of theatre training have you had?

0		1		2		3		4		5		6		More Than 6		No Response	
No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
45	52	19	22	7	8	9	10	0	-	1	1	1	1	0	-	4	5

4. Where did you get your training?*

Item	Number	Percent
School, camp, church	31	36
private	6	7

Examples of private training sources were the Paul Robinson Theatre for all people, Arena Stage, Howard University Children's Theatre and the Kennedy Center.

5. Rate your theatre skills in the areas listed using the scale provided.

Skills in	(5) Excellent		(4) Good		(3) Fair		(2) Poor		(1) No Skills		No Response		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
Singing	9	11	23	27	34	40	6	7	10	12	4	5	3.18
Dancing	6	7	28	33	32	37	5	6	14	16	1	1	3.08
Public Speaking	16	19	33	38	32	37	1	1	2	2	2	2	3.71
Acting (Comedy)	16	19	33	38	22	26	3	4	10	12	2	2	3.50
Acting (Tragedy)	15	17	27	31	25	29	3	4	13	15	3	4	3.34

* Open ended quetion with responses grouped.

5. (continued)

Skills in	(5) Excellent		(4) Good		(3) Fair		(2) Poor		(1) No Skills		No Response		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
Playing musical instruments(s). Specify the instruments you can play and rate them.													
i	5	6	7	8	13	15	1	1	8	9	52	61	3.00
ii	1	1	7	8	6	7	1	1	4	5	67	78	3.00
iii	0	0	2	2	3	4	1	1	7	8	73	85	2.00
Playwriting	3	4	9	11	17	20	4	5	16	19	37	43	2.57
Technical theatre (i.e. backstage work)	3	4	12	14	10	12	4	5	22	26	35	41	2.41
Other skills (specify)	4	5	8	9	4	5	0	0	5	6	65	76	3.29

6. Do you have an active theatre club or class in your school?

Yes		No		Don't Know		No Response	
No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
29	34	39	45	14	16	4	5

7. Are you a member of this club?

Yes		No		No Response	
No.	Pct.	No.	Pct.	No.	Pct.
14	16	57	66	15	17

8. How much television do you watch in a given day?

1-2 Hours		3-4 Hours		4-5 Hours		More Than 5 Hours		No Response	
No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
18	21	25	29	14	16	25	29	4	5

9. What TV shows do you watch?

Name	Number	Percent
Different Strokes	20	23
Three's Company	16	19
Fame	16	19
Facts of Life	13	15
Dynasty	11	13
Soap Operas	10	12
A Team	10	12
Gimme a Break	10	12
Webster	10	12
Silver Spoons	9	10
Cosby Show	9	10
Dallas	8	9
Comedy	7	8
Miami Vice	7	8
Knots Landing	7	8
Good Times	6	7
Loveboat	6	7
Jefferson	6	7
Happy Days	5	6
Hotel	5	6
Falcon Crest	5	6
Family Ties	5	6
It's Your Move	4	5
Just Our Luck	4	5
"V"	4	5
Remington Steele	4	5
What's Happening	4	5
Knight Rider	4	5
Paper Dolls	4	5
Name That Tune	3	3
Soul Train	3	3

In addition, 24 separate titles were mentioned by 2 students each, and 47 separate titles were named by one student each.

10. What is your favorite TV show?

Name	Number	Percent
Cosby Show	5	6
Fame	5	6
Webster	4	5
Miami Vice	4	5
A Team	3	3
Three's Company	3	3
Different Strokes	3	3
Facts of Life	3	3
Gimme a Break	3	3
Dynasty	3	3

In addition 5 separate titles were mentioned by 2 students each, and 19 separate titles were named by one student each.

11. When you daydream, what is your favorate daydream subject other than boys and girls?*

Item	Number	Percent
Acting and dancing	18	21
Future	14	16
Present	14	16
Self	6	7
Being a TV star	6	7
Other occupations	6	7
Being famous	4	5
Other famous people	4	5

Typical Responses:

My favorite daydream is to be a famous actor. Dreaming of my future. Food.

12. Do you take criticism well?

Yes		No		Sometimes		No Response	
No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
30	35	7	8	47	55	2	2

13. Do you feel you benefit from it?

Yes		No		Sometimes		No Response	
No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
27	31	7	8	48	56	4	5

* Open ended question with responses grouped.

Number of Respondents = 86

14. For each of the subject areas listed, circle the letter grade you received over the last two semesters.

Item*	(5) A		(4) B		(3) C		(2) D		(1) E		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
English	16	18.6	34	39.5	29	33.7	2	2.3	0	0.0	5	5.8	86	100.0	3.79
Reading	22	25.6	29	33.7	15	17.4	0	0.0	0	0.0	20	23.3	86	100.0	4.11
Writing	25	29.1	30	34.9	14	16.3	0	0.0	0	0.0	17	19.8	86	100.0	4.16
Social, Interpersonal skills or citizenship	34	39.5	30	34.9	10	11.6	2	2.3	0	0.0	10	11.6	86	100.0	4.26
Total	97	28.2	123	35.8	68	19.8	4	1.2	0	0.0	52	15.1	344	100.0	4.07

15. Do you feel that the grade you received in the four areas reflect what you can do in these areas?

Subjects	Yes		No		Somewhat		No Response	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
English	46	54	24	28	8	9	8	9
Reading	44	51	17	2	8	9	17	20
Writing	36	42	19	22	14	16	17	20
Social, Interpersonal skills or citizenship	47	55	12	14	14	16	13	15

16. How did you hear about Ellington School?*

Item	Number	Percent
Friends	22	26
School	17	20
Ellington Performers	13	15
Family	10	2
Newspaper	2	2
Television	2	1
D.C. Youth Chorus	1	1
Posters	1	1
Traveling	1	1

Typical Responses:

My brother graduated from there. One summer where I worked some students from Ellington came there. From my school counselor.

* Open ended question with responses grouped

17. What did you like about the lecture-demonstration*

Item	Number	Percent
Demonstration	20	23
Everything	15	17
Presentation	13	15
Knowledge gained	9	10
Presenters/teachers	5	6
Skills	4	5
Audience participation	2	2

Typical Responses:

The movements - tug of war without a rope. I liked when we all acted out our own characters. I liked everything.

18. What did you not like about it?

Item	Number	Percent
Nothing	36	42
Length	3	3
Acting	3	3
Confusing program	2	2
Questions	2	2
Music	1	1
Dancing	1	1
Singing lecture	1	1

Typical Responses:

I can't say what I didn't like about it because I enjoyed it all. Not long enough. The girl who acted by herself.

* Open ended question with responses grouped

19. Now might it be improved?*

Item	Number	Percent
Nothing needed	11	13
Don't know	10	12
Length/content	5	6
More audience participation	4	5
More lecture	3	3
More training	2	2

Typical Responses:

I can't say - I haven't enough experience. To me everything was perfect. Bring more people.

20. Comments:*

Item	Number	Percent
Enjoyable interesting well-done	24	28
Excellent school	6	7
Want to act	3	3
Negative	3	3

Typical Responses:

I enjoyed the presentation and would like to go to Duke Ellington. I really liked the teacher - I wish she had a longer time with us. I like movie acting better.

* Open ended question with responses grouped

APPENDIX P

SUMMARY OF ELLINGTON STUDENT
PERFORMER QUESTIONNAIRES

Summary of Multi-Arts Questionnaire for Ellington Students
N=12

Item	(5) Strongly Agree		(4) Agree		(3) Neutral		(2) Disagree		(1) Strongly Disagree		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
a. It gave me the opportunity to be involved in an arts production.	9	75.0	2	16.7	1	8.3	0	0.0	0	0.0	0	0.0	12	100.0	4.67
b. It gave me the opportunity to demonstrate my skills and abilities in the arts.	9	75.0	3	25.0	0	0.0	0	0.0	0	0.0	0	0.0	12	100.0	4.75
c. It gave me the opportunity to serve as a role model for other students.	8	66.7	2	16.7	2	16.7	0	0.0	0	0.0	0	0.0	12	100.0	4.50
d. It gave me the opportunity to work with students from other schools.	3	25.0	2	16.7	4	33.3	0	0.0	1	8.3	2	16.7	12	100.0	3.60

Summary of Multi-Arts Questionnaire for Ellington Students
(continued)
N=12

Item	(5) Strongly Agree		(4) Agree		(3) Neutral		(2) Disagree		(1) Strongly Disagree		(0) No Response		Total		Mean
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
e. It gave me the opportunity to talk about the Ellington program to other students.	3	25.0	2	16.7	3	25.0	0	0.0	2	16.7	2	16.7	12	100.0	3.40
f. It made me aware of my strengths and weaknesses in the arts.	7	58.3	1	8.3	2	16.7	2	16.7	0	0.0	0	0.0	12	100.0	4.08
g. It increased the interest in the arts of students in the audience.	8	66.7	1	8.3	2	16.7	1	8.3	0	0.0	0	0.0	12	100.0	4.33
Total	47	56.0	13	15.5	14	16.7	3	3.6	3	3.6	4	4.8	84	100.0	4.22

APPENDIX Q

WORKSHOP SURVEY FORM

MULTI-ARTS PROGRAM

WORKSHOP SURVEY

1. Which of the following workshops did you attend?

   _____ Dance
   _____ Music
   _____ Drama
   _____ Visual Arts

2. How interested in pursuing the study of the arts were you before this workshop? (please circle one)

Very Interested				Not Very Interested
5	4	3	2	1

3. How interested in pursuing the study of the arts are you after this workshop? (Please circle one)

Very Interested				Not Very Interested
5	4	3	2	1

4. Please check one of the following:

   _____ I plan to audition for the Ellington School of the Arts,

   _____ I am undecided (still thinking) about auditioning for the Ellington School of the Arts.

   _____ I don't think I will audition for the Ellington School of the Arts.

5. What would you like to be doing in terms of your interest in the arts one (1) year from now?

6. What would you like to be doing in terms of your interest in the arts five (5) years from now?

Prepared by
031185.DQACH2 Division of Quality Assurance

APPENDIX R

SUMMARY OF WORKSHOP SURVEY

Summary of Workshop Survey
N=24

1. Which of the following workshops did you attend?

Dance		Music		Visual Arts		Drama		No Response		Total	
No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
11	458	5	20.8	7	29.2	0	0.0	1	4.2	24	100

2. How interested in pursuing the study of the arts were you before this workshop?

Very Interested (5)		(4)		(3)		Not At All Interested (2)		(1)		Total		Mean Rating
No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
16	66.7	3	12.5	5	20.8	0	0.0	0	0.0	24	100	4.46

3. How interested in pursuing the study of the arts were you after the workshop?

Very Interested (5)		(4)		(3)		Not At All Interested (2)		(1)		Total		Mean Rating
No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
16	62.5	4	16.7	4	16.7	1	4.2	0	0.0	24	100	4.37

4. Do you plan to audition for the Ellington School of the Arts?

Yes		Undecided		No		No Response		Total	
No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
14	58.3	8	33.3	0	0.0	2	8.3	24	100

Summary of Workshop Survey

Workshop Survey Goals

In terms of your interest in the arts, what would you like to be doing?

	One Year From Now?		Five Years From Now?
1.	Water colors	1.	Don't know
2.	Be drawing still life	2.	Studying to be an architect
3.	I don't know	3.	I don't know
4.	Learning what the field is and how to progress	4.	Have a great lab in the field
5.	Clay animation, cartoon animation, and 3 dimensional drawing	5.	Industrial design
6.	Drawing good pictures	6.	My mind is not made up yet
7.	Acting and singing	7.	Acting and singing
8.	I would like to keep practicing my talent	8.	I don't know
9.	I would like to perform with the Alvin Ailey Dance Company	9.	Becoming a professional dancer
10.	I would like to be in my dance suit dancing my way into Duke Ellington	10.	I would like to be a dance teacher or dancing for the Ballet of Harlem
11.	Dancing, acting, modeling	11.	Singing, dancing, acting, modeling
12.	Singing and theatre	12.	Theatre and singing
13.	Singing and theatre	13.	Theatre and singing
14.	I would still like to be interested in dance	14.	I don't know yet
15.	I would like to be in dancing still, but I would like to sing	15.	I would like to be singing
16.	Singing, tap dance	16.	Singing, theatre
17.	Being in some kind of performing group	17.	Being in a company and making plans to go to New York and dance
18.	I wish to be performing with a dance production	18.	I would like to be either teaching dance or dancing in a big production group
19.	I would like to be learning dance	19.	- - -
20.	I would like to be playing the bassoon in the D.C. Youth Orchestra	20.	I would like to be playing the bassoon in a night club
21.	Singing with a gospel band	21.	Cutting my first record
22.	Would like to sing	22.	- - -